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ABSTRACT

This booklet is designed to help high school administrators turn their schools into bias-free learning environments. The first section covers the meaning of sex equity, the magnitude of the sex bias problem, preparation needed for bias-free learning, and implications for administrators. Section 2 lists and describes six appended activities and tools that are designed to be used individually or in small groups to help school staff and/or students develop an awareness of sex equity. Outlined in the third section are suggested strategies for administrators to use in relation to the following: supportive climate, communication and publicity, communication and scheduling, materials, and community relations. Support materials related to the following topics are provided in section 4: key principles of sex equity, positive impacts of sex equity, definitions of key terms, the job market of 2000, the issue of dropping math in high school, and traditional versus nontraditional women's perceptions. Six inventories, quizzes, and attitude measures dealing with such sex equity issues as male and female employment patterns, nontraditional careers, sex role attitudes, and legal equity are appended. A nine-item bibliography and resource list concludes the guide. (MN)

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Administrator's Guide to Bias-Free Classrooms

Building Bias-Free Learning Environments

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Equity Report 107

1993

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ADMINISTRATORS GUIDE TO BIAS-FREE CLASSROOMS

Building Bias-Free Learning Environments

Carolyn Melton Greer
Program Director - Guidance & Counseling
Fort Worth Independent School District
Fort Worth, Texas

1993

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Gender Equity

Foreword

It is difficult to address one area of inequity without giving attention to others as well. It is important to consider the disadvantaged, handicapped individuals, limited English-speaking persons, racial and ethnic minorities and older individuals who experience barriers to preparation for and employment in occupations of their selection. However, an increasing area of concern is the role of females in the labor force and the stereotypic classification of vocational choices. Therefore, this booklet is addressing the subject of gender equity for males and females, the need for increasing nontraditional vocational opportunities and the impact to the work force of the twentieth first century if changes do not occur. Ultimately, the administrators in the schools are the key to providing the necessary changes and implementation of strategies needed to remove the barriers to equitable education, training and placement of students.

- Carolyn Melton Greer

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I. SEX EQUITY: WHAT IS IT? WHY IS IT?

Background

In 1972, Title IX of the Education Amendments was passed which was to eradicate sex discrimination and open the doors to equity and excellence for women. Additional legislation such as Title II of the Education Amendments of 1976, Title IX, Part C of the Elementary and Secondary Education Act, the Education Amendments of 1978, and the Carl D. Perkins Vocational Education Act of 1984 and 1990 have been passed to insure quality of opportunity. Yet, in 1991, the American Association of University Women (AAUW) published a report ***Shortchanging Girls, Shortchanging American: A Call to Action*** which was a study of 3,000 girls and boys that showed girls were actually receiving a different education than boys and girls were being left out and left behind.

Legislative intentions have not removed sex bias and sex role stereotyping in education and remain as serious barriers for the educational and career advancement of girls and women. Vocational education classes that are nontraditional for females remain under-enrolled by girls and women. Likewise, the same patterns are represented in nontraditional vocational education programs for boys and men.

Administrators and supervisors are key to the successful implementation of vocational education programs designed to promote gender equity. To provide effective administrative leadership and to promote equity, administrators and supervisors themselves must first understand the problem of gender bias and become committed to effecting change. As schools promote team leadership, administrators must be cognizant of the compliance requirements of the laws and also the fundamental and subtle concept of sex equity. Administrators must make gender fairness a top priority: to enable equal access to courses; to facilitate faculty in their efforts to provide fair counseling, curricula, textbooks, and classroom environments.

Magnitude of the Problem

According to the U.S. Department of Labor in 1992:

- Over 57 percent of all women 16 years old and over were working or looking for work in 1991; 25 years ago just 40 percent of American women had a job or were looking for one.
- In the fourth quarter of 1991, women earned 74 percent of men's earnings, an over-the-year rise of 1.8 percentage points. In 1979 (when comparable data first became available), the ratio of women's-to-men's weekly earnings was considerably lower--63 percent.
- Forty percent of part-time workers are women between the ages of 25-54.
- Nearly half of all married-couple families have both the husband and wife employed.
- Women now account for about 11 percent of active duty personnel, compared with less than 2 percent in 1970.
- Two out of three people who are earning minimum wage are women.
- Sixty percent of women in the labor force work out of economic need. They are single, divorced, widowed or have spouses that earn less than fifteen thousand dollars per year.
- Sixteen percent of all families are maintained solely by women; one in every six families is maintained by a woman.
- By the year 2000, two out of three entrants to the labor force will be women.
- The average women can expect to spend twenty-nine years of her life in the labor force.

For these reasons ***the family issue of the nineties*** (Spalter-Roth and Hartman, 1991) is raising women's status in the labor market. Approximately half the American work force is composed of women and most are working in low-paying jobs. Many attribute this situation to girls not getting math and science preparation.

Needed Preparation

Females are underrepresented in courses in mathematics, science, and computer and other high tech applications (Sanders and Lubetkin, 1989). Girls also are avoiding courses in industrial arts, trades and other vocation-technical programs that provide training in applied technology. According to one study, only four percent of female high school seniors, compared to twenty-three percent of male seniors, had taken at least two years of nontraditional courses such as automotive mechanics, commercial art, drafting, or welding. Only three percent of female high school seniors, compared to seventeen percent of male seniors, had taken at least two years of technical courses, such as communications, transportation or electronics technology (Strauss, 1988).

Mathematics and science are the gatekeeper courses in the educational process for girls. When girls choose not to take math and science courses, they cut their future job opportunities by at least fifty percent. As trends indicate, the highest paying jobs of the future will require technological knowledge and this is learned through mathematics and science. Therefore, an admonition for the future is **girls who have little math and science skills will be destined for poverty**.

Studies have shown multiple factors that contribute to girls' lack of participation in math, science and technology. (Franklin, 1990) These include:

- Stereotypic images and expectations
- Lack of self-confidence
- Peer pressure
- Learning environment
- Teacher behavior
- Lack of female role models
- Failure to see relevance
- Attributional style or personal responsibility
- Lack of incentives

Mathematics, science and technology are stereotyped by society to be male domains, and boys are expected to do better than girls in these subjects. To compound this issue is the fact that if women pursue these areas and are success, they are portrayed to be unattractive, not interesting and unfeminine. This particularly becomes a factor with teenage girls. What teenage girl wants to fit that description!

There is a lack of self-confidence by girls of their ability to do math. Research shows that the amount of encouragement and the questioning/response style of teachers contributes to this issue of confidence in girls (AAUW). Also, the vote of confidence and expectations by parents for girls to be successful in math is another part of this dilemma.

Along with stereotypic expectations and lack of self-confidence is the influence that peer pressure has toward female participation in these disciplines. Girls risk intimidation and isolation by participating in "male" courses. Again, research supports that instructors in these courses enforce by their teaching style this male dominated approach.

According to Gilligan girls do their best in cooperative, not competitive situations. Traditionally, math and science activities are promoted with competitive activities. Girls tend to withdraw from the competition and seek only individual not team approval.

As mentioned earlier, teachers tend to respond differently to boys than girls. Unknowingly, boys are given more attention, praise and help. Teachers must become aware of their practices and practice responding with ways that encourage girls.

The need for role models is of utmost importance for all areas of learning whether it be for gender equity or other factors of equality. Nontraditional role models for girls in math and science must be brought to the classroom in textbooks and real life. Female math teachers have a positive impact on girls pursuing math-related careers.

School must become relevant to all students and teachers, parents and the community must help students relate abstract concepts of math and science to daily living. Likewise, students must learn the need and application of these concepts for all careers, not just math or science dominated fields.

Another factor that hinders girls from succeeding in nontraditional areas is a female's perception of personal responsibility. Boys attribute their success to skill and failure to their lack of effort or difficult of the task whereas girls attribute their success to luck and failure to lack of ability. This attitude can lead girls to a *learned helplessness* which expects failure and in turn the girls give up and do not try.

For far too long schools have provided few incentives for all students to achieve in mathematics, science and technology. Only a selected few students have been encouraged to pursue rigorous studies, and when students have difficulty in these areas the general response has been to remove the student to lower level courses or substitute other courses for mathematics or science.

The need for early elimination of sexual stereotyping in careers is as important for males as it is for females. In a study by Knell and Winer (1979), they demonstrated with a sample of youngsters aged 3 to 5.7 years that boys' perceptions are more stereotyped than girls and less counteracted by reading material. Also, research by Teglasi (1981) found that boys' selections of both toys and occupations in grades 1 - 6 were more sex-typed than were the selections of girls. This stereotyping continues throughout middle school and boys, in perception for an occupation and its importance in the community, give higher ratings to male jobs than girls do for female jobs. By high school this sex stereotyping has become well ingrained and drastically impacts students' course selections.

According to Nozik (1986) men who enter nontraditional occupations (both professional and skilled) generally came from lower socio-economic families. Therefore, again, it becomes important for students to be able to make career choices with equity.

Implications for Administrators

First and foremost Title IX and other legislation effecting equity for all students must be enforced. Schedules of classes must be reflective of the needs of all students whether girl or boy, of a color, with a disability or from a different culture. Likewise, opportunities must be provided for pregnant teens and teen parents which support equal access to all courses and encourage participation in math, science and technology.

All faculty members must become aware of gender bias and its effects in the classroom. This includes all classrooms if girls are going to make the needed changes to become prepared for the work force of tomorrow, and boys can progress into nontraditional careers based on interests, skills and aptitudes. Staff development must be provided to show teachers how to enhance girls positive views of themselves and their futures. Teacher preparation programs as well as inservice programs must be provided so that teachers learn skills and strategies to provide multicultural, gender-fair classroom environments.

The formal school curriculum must include the experiences of women and men from all walks of life. Textbooks must be reflective of multicultural and gender-fair experiences. School curricula must deal directly with the issues of sexual harassment, sex-role stereotyping and nontraditional career options. Research, development and follow-up studies of gender-fair, multicultural curricular models must be created and funded. Curricula for young students must not perpetuate gender stereotypes and should reflect sensitivity to different learning styles.

Vocational education programs must continue to encourage gender equity and linkages must be developed with the private sector so that girls or boys with training in nontraditional areas find appropriate employment. In turn, these students can become mentors and role models to future students. Career development opportunities which reflect gender fairness must be introduced in elementary and continue to be reinforced every year throughout a student's school life. Support services such as child care and transportation must be made available to vocational and pre-vocational students.

Female students must be educated and encouraged to understand that mathematics and the sciences are important and relevant to their lives, and they must be actively supported in pursuing education and employment in these areas. Schools and communities must promote girls studying mathematics and science and showcase role models, disseminate career information and offer "hands-on" experiences for math and science classes. Educational institutions, professional organizations, and the business community must cooperatively work to dispel myths about math and science as "inappropriate" fields for women.

In turn, male students must have access and be encouraged to pursue courses that lead to nontraditional careers. Understanding must be shown to male students that sex is not a determiner of being kind, caring and considerate or other characteristics indicative of service occupations which are typical female job choices.

Testing and assessment must serve as stepping stones, not stop signs, and new tests and testing techniques must accurately reflect the abilities of both females and males. Aptitude and achievement tests should balance sex differences in item types and contexts so that they neither favor males nor females.

As schools strive for reform and restructure, girls and women must play a central, but equal role, and the experiences, strengths, and needs of students from every race and social class must be considered in order to provide excellence and equity for all students. The expertise of teachers, a majority of whom are women, should be used in restructuring efforts of schools. Role models for both sexes should be solicited and relationships encouraged between the community and the schools to promote these models.

Administrators, faced with restrictions on time and resources, must find the needed impetus to make change happen. Within this booklet suggested student and faculty surveys are provided for use in inservice. Strategies which may prove helpful for working with teachers, parents, students and the community are also included within this booklet.

Summary

The goal of providing gender fair education is challenging and worthy of maximum effort. It is a matter of national interest that girls be encouraged to pursue the needed courses that will be lead to providing our nation with the best qualified individuals for the occupations of the future and that the lowest paying jobs do not represent the majority of the workforce. If this nation is to compete in a global economy, the math, science and technological skills must be present within our students regardless of sex and occupations must not be stereotyped by sex. For successful removal of barriers to equity for all students, it is necessary to:

- focus awareness on the problems of inequity,
- provide preservice and inservice education to correct instruction,
- modify the curriculum,
- develop innovative teaching/learning materials and techniques,
- provide necessary facilities and equipment,
- implement comprehensive programs of career education,

- collaborate with the community for placement opportunities,
- provide role models for nontraditional positions, and
- fund educational programs at an adequate level.

II. ACTIVITIES AND TOOLS

The following tools and activities can be used individually or in small groups to help provide awareness for sex equity with a school staff or students. Each item targets specific areas and can be used alone or all activities could be tied together for an ongoing staff development program.

1. **New Frontiers Startling Statements** Appendix 1
   These ten statements could be used with secondary classes or with a faculty group to begin an awareness to the changing workforce and to test the audiences' knowledge of how it is changing. This exercise should stimulate discussion and be a good starting point for pointing out the need for gender equity in classes.

2. **Attitudes Toward Nontraditional Careers** Appendix 2
   This scale is designed to be used with students, faculty or parents to explore attitudes regarding three areas--women and work; nontraditional careers for women; and nontraditional careers for men. There are no right or wrong answers, but should create an awareness of attitudes held by the participants. After completing the scale, the audience might divide into small groups and discuss the ideas generated by this scale. Then each group can report out any new ideas or debates raised by the scale.

3. **What Do You Know About Women in the Workforce?** Appendix 3
   This activity should continue the awareness of a classroom, faculty or parent group of the need for gender equity in the workforce. By completing this exercise, the group can begin to discuss how this information effects their practices and what changes will be needed as a result. Groups can begin to create plans for changing the school environment.

4. **Sex-Role Attitude Inventory** Appendix 4
   This attitude inventory can be an additional tool for staff development with a school group or a classroom to stimulate discussion and continue to help the audience understand their own feelings about sex-roles. From the completion of this inventory, small groups can be formed to discuss the basis for decisions on each item and how it impacts the school curriculum.

5. **Current Behavior Practices Questionnaire** Appendix 5
   This questionnaire is designed for teachers and administrators to analyze their practices related to gender equity. After completion of this questionnaire, the staff can discuss in small groups the necessary next steps this implies for their school and staff.

6. **Knowledge of Legal Equity Quiz** Appendix 6
   This activity would be particularly helpful to all educators, but particularly to counselors and administrators. It might be the needed stimulus for change of policies and practices being used by a school or district. Although this activity is not submitted as a conclusive document due to the changing nature of legal cases, it is a review of procedures upheld by the law regarding gender equity.

III. SUGGESTED STRATEGIES FOR ADMINISTRATORS

The following strategies are suggested approaches that administrators can use to develop and maintain gender equity within the school and the district. Some of these strategies can be implemented quickly and others will take additional time and resources. By utilizing the tools and activities provided as well as the information contained within this document, administrators should be able to make necessary changes to ensure equity essential for all students. The ideas presented here are intended are starting points and should not be considered as the only answers. Hopefully, these strategies will stimulate administrators of the possibilities available.

Supportive Climate

- Provide adequate facilities, maintenance, equipment and instructional and resource materials for all programs so that both sexes can participate equally.
- Review funds appropriated for faculty, facilities, and equipment of traditional single sex classes to insure equitable funding of traditionally make and traditionally female classes.
- Secure grants for innovative programs related to the provision of sex equity.
- Provide support services, such as counseling, job development and job follow-up for students in nontraditional occupational areas.
- Monitor participation in occupational student organizations to encourage equal participation.
- Avoid overemphasizing the assured difficulty of non-traditional students in finding related employment.
- Increase teacher/counselor awareness and responsibility for enrollment patterns in the school.
- Do not assume that female personnel are less sex biased in their attitudes and behavior than male personnel. There is a wide range of individual differences in these attitudes.
- Encourage enrollment in college and graduate level courses offered on the topic of sex bias.
- Encourage attendance at professional meetings and conferences that deal with sex equity (offer inservice credit for attendance, provide release time and/or conference fees).
- Include sex-fair teaching techniques in faculty evaluations.
- Offer inservice training programs which stress the importance of expanding options for males and females in careers and family life preparation.

  Possible topics are:
  - current and future opportunities and earnings in the labor market
  - nonsexist writing workshop
  - legislative updates on Title IX, Carl Perkins, etc.
  - recognizing sex-biased teaching behaviors
  - nontraditional role models from community
- Develop a projected timetable to eliminate sex bias in administrations, faculty and student body.
- Commit time and resources necessary to have a nonsexist environment.

- Recruit men and women for nontraditional positions.
- Advertise job openings through local, professional and trade organizations, emphasizing equal opportunity for both sexes.
- Seek applicants from postsecondary institutions who train occupational teachers of both sexes.
- Publicize job openings through local businesses and advertise job availability locally.
- Utilize the local "grapevine" for locating potential applicants (including knowledgeable sources such as faculty, cooperating businesses, women's groups, professional and trade organizations.
- Review all recruitment materials for overt and covert sex-biased language and illustrations.

Communication and Publicity

- Utilize school communication networks, such as newsletters and memos, to reinforce the importance of eliminating sex bias by providing information and resources for teacher use.
- Use time at regularly scheduled faculty and departmental and guidance meetings to increase awareness of sex bias.
- Publicize the availability of information, films, media, etc. on the issue of sex stereotyping and bias for teacher use in classrooms and at faculty/department meetings and staff development.
- Share relevant publications and articles that illustrate the success of individuals in nontraditional careers.
- Advertise existing programs and institutional interest in enrolling nontraditional students of both sexes.
- Encourage nontraditional teachers to serve as resources.
- Develop public service announcements to be used by local television and radio stations.
- Prepare a status report each year on all accomplishments related to the plan of action.

Courses and Scheduling

- Revise and schedule programs to encourage all students to participate in consumer and homemaking education.
- Monitor class schedules so that both sexes can participate equally in all occupational education programs.
- Increase efforts to introduce all preadolescent students to all types of work, especially vocational/technical training.
- Increase efforts to have all students enroll in math, science and technology courses.
- Attract students to nontraditional training on the basis of interest, ability and working conditions through earlier and broadening hands-on experiences, especially in elementary grades.

- Examine courses for differential offerings and/or entrance requirements for males and females enrolled in the same course.

- Examine the criteria established for acceptance or rejection of course proposals to assure that they are not biased toward traditional male and female interests exclusively.

Materials

- Utilize sex equity task force and/or department faculty or citizen volunteers to establish sex fair criteria for district textbooks, and A-V recruitment materials.

- Utilize the libraries as a school resource to set up displays and familiarize students and teachers as to available materials that portray workers and students in nontraditional areas.

Community Relations

- Cooperate with other schools at all levels to break down stereotypes of both sexes.

- Meet with equal rights groups to publicize school concerns and benefit from their experience.

- Hold open meetings with students, faculty, parents and community advisory council to discuss needs.

- Have faculty and administration observe nontraditional workers in industrial settings.

IV. SUPPORT MATERIALS

Sex Equity Works: Key Principles

- Educators set a positive standard, through their own behaviors, for the acceptance of both female and male students in all programs.
- Educators insure that their programs reflect current and future workforce needs with training opportunities open to both females and males across the board.
- Educators take a proactive approach for sex equity in recruiting both females and males into nontraditional courses.
- Educators take the initiative among their colleagues to see that nontraditional career concepts and information are integrated into the total school experience.
- Educators share up-to-date occupational information about current and future employment trends in nontraditional occupations with students, parents and teachers.
- Educators anticipate both the problems and solutions that emerge from working with nontraditional students.
- Educators involve the business community in the planning and implementation of curriculum, and in the placement of students, as one way to increase understanding of the philosophical need for sex equity.

NOTE: Excellent list of principals to use for local workshops.

Positive Impacts of Sex Equity

- By getting economic facts to young people, particularly girls, sex equity can gear them for high wage occupations instead of gearing them for poverty level incomes.
- Becoming aware of and eliminating sexist language and sexism in books, magazines and television shows can improve girls' and boys' perceptions of themselves.
- Sex equity means encouraging women and men, girls and boys to think about and to pursue occupations "across the board".
- Sex equity, when translated into action programs, can help boys and men improve their physical health by eliminating the notion that "to be a real man, you have to engage in destructive behavior".
- "Nontraditional" occupations can lead to personal as well as job satisfaction.
- Sex stereotyping begins early in life and is learned. Because it is learned, it can be "unlearned" by conscious efforts to eliminate stereotyping.

DEFINITIONS OF TERMS

Sex Bias

Behaviors resulting from the assumption that one sex is superior to the other.

Sex Stereotyping

Attributing behaviors, abilities, interests, values and roles to a person or a group of persons on the basis of sex.

Sex Discrimination

Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.

Sexism

Conscious or unconscious beliefs that encompass prejudiced attitudes based on gender, differential treatment of an individual based on sex rather than merit, oversimplified generalizations that limit the roles of males and females.

Nontraditional Occupation

An occupation is nontraditional for one sex if 75% of the workers in that occupation are of the opposite sex.

Sex (Gender) Equity

The existence of conditions that gives girls and boys, women and men the same opportunities and choices to advance themselves in education, training and careers.

JOB MARKET OF THE YEAR 2000

1. Four out of five persons entering the workforce will be:

   WOMEN ETHNIC MINORITY IMMIGRANT

2. Nearly half of their co-workers will be non-white.

3. One in every three Americans will be non-white

4. 40% will have come from homes with divorced parents

5. 25 - 30% will have received aid to families with dependent children for some period while they were growing up.

6. Job skills will become obsolete at a rapidly increasing rate.

7. The best jobs will go to those who are well educated and highly skilled. The poorly educated/marginally skills will be limited to low paying jobs or be unemployed and unemployable.

8. They will change jobs 8 to 10 times in their work lives.

9. 15% (almost 40 million) of Americans will have a language other than English as their first or home language.

10. The United States Bureau of the Census published the lifetime earnings for different levels of education:

EDUCATION LEVEL	LIFETIME EARNINGS MEN	WOMEN
High School Dropout	$ 718,500	$215,700
High School Graduate	$1,027,800	$455,700
Four Years of College	$1,424,400	$622,400
Five Years of College	$1,552,000	$833,900

FIVE YEARS AGO:
Median Income for Full-Time Employees

ANGLO MEN	$27,468
BLACK MEN	$19,385
HISPANIC MEN	$17,826
ANGLO WOMEN	$17,772
BLACK WOMEN	$16,211
HISPANIC WOMEN	$14,893

Dropping Math in High School?

Then, say "Goodbye" to these jobs:

Marketing Research Analyst
Draftsman
Ophthalmic Assistant
Animal Care Technician
Agricultural Technician

Landscape Technician
Metallurgical Technician
Air Traffic Controller
Farm Equipment Mechanic
Electronic Technician

Tool & Die Maker
Welder
Data Processor
Industrial Designer
Bookkeeper

Bank Teller
Office Clerk
Insurance Underwriter
Sports Administrator
Commercial Diver

General Accountant
Pilot
Horticulturist
Forestry Technician
Cartographer Technician

Registered Nurse
Business Administrator
Engineer
Physicist
Astronomer

Physician
Dentist
Medical Lab Technologist
Forester
Biologist

Surveyor
Graphic Artist
Urban Planner
Applied Mathematician
Statistician

Occupational/Physical Therapist
Survey Technician
Dental Assistant
Medical Equipment Maintenance Tech.
X-Ray Technician

Respiratory Technician
Public Health Inspector
Public Health Nurse
Pharmacy Assistant
Dental Technician

Stationary Engineer
Computer Technologist
Sociologist
Cartographer
Psychologist

Lawyer
Elementary School Teacher
Property Appraiser
Nuclear Medical Technologist
Speech Therapist

Audiologist
Health Record Administrator
Engineering Technologist
Survey Technologist
Chartered Accountant

Meteorological Technician
Economist
Chemist
Geologist
Meteorologist

Pharmacist
Optometrist
Landscape Architect
Veterinarian
Agrologist

Architect
Interior Designer
Pure Mathematician
Computer Scientist
Actuary

TRADITIONAL WOMEN'S PERCEPTIONS OF HOW MORE WOMEN CAN BE RECRUITED INTO NONTRADITIONAL PROGRAMS

Career Information
Advertising
Change in Society's Attitudes
Change in Employer's Attitudes
Information About Better Pay
More Support for Women in Nontraditional Classes
Change in Co-Workers' Attitudes
More Direction/Help When Enrolling
Role Models for Young People
If They Were in Classes in Groups
Recruit Female Teachers

NONTRADITIONAL WOMEN'S PERCEPTION OF HOW MORE WOMEN CAN BE RECRUITED INTO NONTRADITIONAL PROGRAMS

More Career Information
Recruitment Programs
More Female Role Models
Advertising
More Counseling
Need to Increase Women's Self-Esteem
Must Be a Self-Decision
Career Exploration Programs
Support Groups
Attitudes Must Be Changed
Networking
Seminars
Message: Courses Make Women Independent

From *Projects to Prepare Students for Nontraditional Careers*, 1987.

NEW FRONTIERS STARTLING STATEMENTS

Choose the correct letter for each of the following statements.

1. _____ percent of American women, ages 20 and over, work in the labor force.

   A. 63 percent B. 53 percent C. 43 percent

2. _____ percent of American men, ages 20 and over, work in the labor force.

   A. 87 percent B. 78 percent C. 68 percent

3. A high school female can today expect to spend an average of _____ years working for pay.

   A. 10 B. 22 C. 34

4. _____ out of 10 high school females can expect to be employed for some time.

   A. 1 B. 4 C. 9

5. The average teenage male can expect to spend an average of ____ years working for pay.

   A. 32 B. 38 C. 43

6. _____million families are headed by women who are widowed, separated, divorced or never married.

   A. 31 B. 6 C. 10

7. The traditional concept of the American family is a father who is wage-earner and a mother who remains at home caring for two children. _____ of families conform to tradition.

   A. less than 10 percent
   B. about 25 percent
   C. about 35 percent

8. Woman are concentrated in _____ occupations.

   A. Clerical
   B. Machine operatives
   C. Professional and technical

9. Men are concentrated in _____occupations.

   A. Administrative and management
   B. Professional and technical
   C. Craft and craft-related

10. _____ percent of all families are maintained solely by women.
    A. 10 B. 16 C. 23

NEW FRONTIERS STARTLING STATEMENTS

ANSWERS

1. A. 63 percent
2. A. 87 percent
3. C. 34
4. C. 9
5. B. 38
6. B. 6
7. A. Less than 10 percent
8. A. Clerical
9. C. Craft and craft-related
10. B. 16

ATTITUDES TOWARD NONTRADITIONAL CAREERS

Scoring

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA,A, N, D, SD) should be assigned a number starting at the left by assigning the number "1" to Strongly Agree" and ending on the right by assigning the number"5" to "Strongly Disagree". The scores for each statement are then averaged. For example, if there are ten people participating, add the ten ratings for the first statement and then divide the total by ten. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have **no value**, but only serve to identify a position on the scale.

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

1. Full-time, outdoor jobs are unsuitable for females. SA A N D SD
2. Most women would marry a man even though he works as a secretary/clerk. SA A N D SD
3. Women who have paid jobs are unhappy. SA A N D SD
4. Truck driving is an appropriate career for females. SA A N D SD
5. Men are not patient enough to work with small children in nursery school. SA A N D SD
6. Boys interested in being a hair stylist are effeminate. SA A N D SD
7. A woman can have a career while raising a family. SA A N D SD
8. Money is the only reason that adult women work outside the home. SA A N D SD
9. Physically, women are not capable of working as fire fighters. SA A N D SD
10. A woman can be a good mother while working full-time as a stockbroker. SA A N D SD
11. Women are becoming too independent today. SA A N D SD
12. Most boys do not have the finger coordination to be a typist. SA A N D SD
13. Generally, females perform best at jobs where they are working with people. SA A N D SD
14. High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair. SA A N D SD
15. A man can be a good father while working full-time as a nurse. SA A N D SD
16. Boys should be encouraged to plan professional careers which require more than four years of college. SA A N D SD
17. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD

18.	Women are smart enough to become engineers.	SA	A	N	D	SD
19.	All adult women should be prepared to support themselves financially.	SA	A	N	D	SD
20.	Most women who work in machine shops are unfeminine.	SA	A	N	D	SD
21.	Ballet dancing is an appropriate career goal for boys.	SA	A	N	D	SD
22.	Men are better bosses than women.	SA	A	N	D	SD
23.	Teaching woodworking is a suitable career for women.	SA	A	N	D	SD
24.	Women who choose to join the labor force can also be competent mothers.	SA	A	N	D	SD
25.	Women can be effective business managers.	SA	A	N	D	SD

WHAT DO YOU KNOW ABOUT WOMEN IN THE WORK FORCE?

Is your awareness of women in the work force increasing? Here are some questions to test your knowledge. Circle the answer that you think is correct.

1. In 1989, the percentage of all women, ages 18 to 64, who were in the labor force.

   a. 50% b. 60% c. 45% d. 69%

2. In this age group, 76% of the women are working.

   a. 35-44 b. 45-54 c. 25-34 d. 16-24

3. Although most women workers are employed full-time, what percentage of all part-time workers are women?

   a. 45% b. 68% c. 75% d. 50%

4. The average woman worker of 16 years of age between 1970-80 could expect to spend how many years of her life in the work force?

   a. 20.2 b. 24.5 c. 29.3 d. 32.5

5. Among black workers, what percentage are women?

   a. 35% b. 42% c. 30% d. 50%

6. Among white workers, what percentage are women?

   a. 35% b. 42% c. 30% d. 50%

7. In 1988, the median income for Hispanic women working year-round and full-time was:

   a. $16,424 b. $14,485 c. $18,093

8. In 1988, the median income for white men working year round and full-time was:

   a. $27,228 b. $22,429 c. $19,405 d. $29,998

9. In 1988, the median income for white women working year-round and full-time was:

   a. $17,819 b. $20,413 c. $15,423 d. $21,567

10. In 1988, the median income for women who had completed four years of college was:

    a. $21,899 b. $19,038 c. $29,765 d. $25,187

11. In 1988, the median income for men who had a high school diploma was:
    a. $26,045 b. $29,413 c. $23,788 d. $31,129

12. When 1989 median weekly earnings of full-time wage and salary workers were compared, the average woman earned how many cents compared to every dollar earned by the average man?

    a. $.65 b. $.60 c. $.75 d. $.70

13. More women are choosing to start their own businesses. Women's share of all sole proprietorships rose to what percent in 1986?

    a. 15% b. 22% c. 30% d. 39%

14. What percentage of mothers with preschoolers (children under 6 years) was in the labor force in 1988?

    a. 20% b. 45% c. 56% d. 38%

15. Of all persons over 16 years of age with poverty level incomes in 1988, what percentage were women?

    a. 34% b. 41% c. 62% d. 71%

16. In 1988, the poverty rate for all families maintained by women with children under the age of 18 was:

    a. 44.7% b. 36.2% c. 50.3% d. 26.3%

17. In 1989, women represented what percentage of administrative support (clerical) workers?

    a. 56.1% b. 68.9% c. 76.8% d. 80.0%

18. In 1989, women represented what percentage of precision production, craft and repair workers?

    a. 16.4% b. 21.2% c. 3.2% d. 9.0%

19. In 1988, the percentage of all poor families that were maintained by women:

    a. 35% b. 53% c. 47% d. 61%

20. The 1989 unemployment rate for black female teenagers, from 16-19 years, was:

    a. 20.7% b. 18.5% c. 26.4% d. 33.0%

Source: U.S. Department of Labor Women's Bureau, September, 1990.

WHAT DO YOU KNOW ABOUT WOMEN IN THE WORK FORCE?

Answers to Quiz:

1. d. 69%	8. a. $27,228	15. c. 62%
2. a. 35-44 years	9. a. $17,819	16. a. 44.7
3. b. 68%	10. d. $25,187	17. d. 80%
4. c. 29.3 years	11. a. $26,045	18. d. 9%
5. d. 50%	12. d. $.70	19. b. 53%
6. c. 42%	13. c. 30%	20. d. 33%
7. b. $14,485	14. c. 56%	

SEX-ROLE ATTITUDE INVENTORY

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

	SA	A	N	D	SD
1. Women with preschool children should not work outside the home.					
2. The woman should be awarded custody of the children when a couple is divorced.					
3. Divorced men should not have to assume support for the children.					
4. Boys are more intelligent than girls.					
5. If a working couple buys a house, the husband should make the house payments.					
6. Women are entitled to use their sick leave for maternity leave.					
7. If a woman works outside the home, she should be responsible for the housework as well.					
8. I would vote for a woman for President if she were the best candidate.					
9. Women are less responsible than men.					
10. It is important for a man to be "masculine" and a woman to be "feminine".					
11. Men should not cry.					
12. Money spent on athletics should be evenly divided between boys and girls.					
13. Both men and women can be good doctors.					
14. Wives should make less money at their jobs than their husbands.					
15. Boys should have more education than girls.					
16. A system should be set up which would enable homemakers to accumulate Social Security benefits of their own without relying on those accumulated by their spouses.					
17. Women should not hold jobs on the night shift.					
18. Men should not do clerical work because they lack the necessary manual dexterity.					
19. Women can be capable administrators.					
20. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical, and secretarial work since they already possess these types of skills.					

CURRENT BEHAVIOR PRACTICES

DIRECTIONS: Read each question or statement. Check your response--ALWAYS (A), OFTEN (O), RARELY (R), or NEVER (N)--in the appropriate column, indicating how often you engage in the practice.

	A	O	R	N
1. Encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender.				
2. Encourage students to pursue a career even though the people in that field are primarily of the other sex.				
3. Discuss job salaries with both male and female students.				
4. Point out that typically female jobs means lower salaries than typically male jobs.				
5. Discuss armed services opportunities with both male and female students.				
6. Meet with nontraditional students on a regular basis to support them in their pioneering roles and to discuss any problems that may arise.				
7. Provide students about to enter the workforce with information about employment rights and discrimination laws.				
8. Encourage a wide range of job options with male students, including traditionally female occupations--even if they have already made a tentative career decision.				
9. Help students understand the changing roles of men and women and the effect this may have on their work and family lives.				
10. Arrange discussion groups and speakers on socialization pressures on males and females.				
11. Provide realistic information about their probable job futures. (Most women can expect to hold paying jobs even if they marry and have families.)				
12. Recognize barriers that young women raise for themselves in response to socialization pressures.				
13. Review all textbooks, curricular materials, and testing materials for sources of sex bias, and modify whenever appropriate.				

KNOWLEDGE OF LEGAL EQUITY QUIZ

1. Under the Title IX regulation, counselors are required to
   A. Place work/study students by sex when requested by employers.
   B. Discontinue use of male and female forms for vocational preference tests.
   C. Mandate special programs to equalize past discrimination.
   D. All of the above.

2. The Title IX regulation requires that
   A. All stereotyped career materials be replaced by newly purchased ones.
   B. Book publishers must bring their publications into compliance.
   C. Testing materials such as aptitude or interest measures must be free from sex bias.
   D. Discriminatory textbooks be revised or disregarded.

3. Of the following personnel decisions, which is most crucial to successful implementation of an affirmative action plan?
   A. An attractive salary and advancement schedule.
   B. Good company benefits.
   C. Advertisement for and recruitment of qualified applicants.
   D. Comprehensive grievance procedures.

4. Affirmative action means that
   A. A policy of non-discrimination has been adopted by the organization.
   B. A woman or minority person must be hired for a certain number of positions.
   C. The distribution of minorities and women within an organization must reflect the general population percentages.
   D. The organization is committed to moving beyond equal employment policies and to taking a series of positive actions to remediate past discrimination and prevent future discrimination.

5. Which of the following is a correct statement about the Title IX regulation and pregnancy?
   A. A pregnant student may be required to attend a separate educational program.
   B. It is a school board decision whether a student continues school attendance following pregnancy.
   C. A school may ask a pregnant student for a health statement if this is standard procedure for other physical conditions.
   D. It is at the school's discretion whether pregnancy must be treated as a temporary disability.

6. Affirmative action laws permit the use of sex as an employment criteria
   A. In hiring and firing to correct an imbalance.
   B. In recruiting into the applicant pool.
   C. In positions which require special qualities such as strength or emotional sensitivity.
   D. As a technique to redress inequality.

7. Under Title II of the Vocational Education Amendments (1978) states are required to
   A. Provide support services for women, including counseling, job development and job placement.
   B. Allocate $50,000 of the basic grant for the elimination of sex bias in vocational education programs.
   C. Allocate funds for inservice training to overcome sex bias for vocational education staff.
   D. Provide day care services for students with children.

8. Which of the following is NOT a Title II requirement?
   A. Reviewing all vocational education programs in the state for sex bias.
   B. Including policies for providing equal educational opportunities for females and males in the state's five-year vocational education plan.
   C. Funding programs for the development of curriculum materials which attempt to overcome sex bias.
   D. Determining the allowable exemptions on the basis of sex for vocational education students' employment or work program assignments.

9. Title II differs from Title IX in that Title II
   A. Mandates programs to overcome sex bias and stereotyping in addition to prohibiting sex discrimination.
   B. Focuses primarily on local education agencies and other institutions in its prohibition of sex discrimination.
   C. Makes no requirements for curriculum content.
   D. Makes no requirements of undue effort in publicizing the institution's progress in eliminating sex discrimination in vocational education programs.

10. An affirmative action plan for an educational program should include
   A. Assignment of staff to meet sex and race goals.
   B. Well-designed plan to prevent reverse discrimination.
   C. An analysis of student policies and extracurricular activities.
   D. Taking the time to recruit a large pool of well-qualified candidates.

ANSWER KEY	
1. B	6. B
2. C	7. B
3. C	8. D
4. D	9. A
5. C	10. C

The user is encouraged to consider relevant court cases and any other current information regarding legal issues.

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Equity and Guidance Series

The following are short descriptions of ten new publications produced to promote opening all options for youth during their career decision-making and life-planning activities. The series attempts to provide a consistent and straight-forward message and helpful activities for all involved in the process.

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